



## **Merrimack School District**

### **Reading Interventionist**

#### **Role Description**



---

**TITLE:** Reading Interventionist

**REPORTS TO:** Building Administration

**JOB GOAL:**

The Reading Interventionist is responsible for supporting student achievement in literacy (reading, writing, speaking, and listening) with special attention to reading. The Reading Interventionist provides individual or small group instruction to students who are struggling academically as evidenced by their assessment data and/or classroom performance. This position is also responsible for monitoring, reporting, and communicating student progress and performance to teachers, administrators, and families.

**QUALIFICATIONS:**

- Current certification through the State of New Hampshire for applicable grade levels, including, but not limited to, Elementary Education, General Special Education, and/or Reading Specialist
- Master's degree in Reading or Special Education, or related field, preferred
- Minimum of 5 years teaching experience

**RESPONSIBILITIES:**

- Provides high quality instruction and intervention to individual and small groups of students
- Uses identified research-based interventions that focus specifically on the individual needs of students
- Uses progress monitoring tools and data to plan, prepare, and provide responsive instruction to students that target bringing their skills to grade-level
- Administers diagnostic assessments for students as needed
- Maintains data-based documentation of continuous monitoring of student performance and progress
- Collaborates with teachers, language arts coordinator, administration, and families to best meet the needs of students
- Provides data to school teams and participates in discussions and decision-making about student progress
- Assists with identifying students for placement in intervention groups
- Participates in meetings with teachers, language arts coordinator, administration, and families to discuss student placement and progress

- Communicates with teachers, literacy coordinator, administration, and families regarding student progress on a consistent and ongoing basis
- Supports classroom and building-wide use and implementation of assessment tools and data management systems
- Seeks out and attends the appropriate trainings and professional learning opportunities to improve knowledge and skills
- Collaborates with literacy coordinator and administration to provide professional learning opportunities to staff as needed
- Attend and participate in department, school, building, district, and parent meetings
- Fulfill assigned job responsibilities and duties as assigned by the Building Administration, including following all district and school policies, procedures, and routines
- Adhere to the Code of Ethics and Code of Conduct for New Hampshire educators and demonstrate high levels of professionalism that are representative of the core values of the Merrimack School District
- Performs other related duties as assigned by Building Administration

**TERMS OF EMPLOYMENT:** Position is part of the collective bargaining unit of the Merrimack Teachers Association

**Physical Activity Requirements:**

<b>Lift</b> up to 10 lb.	N	R	O	F	C
<b>Lift</b> 11 to 25 lb.	N	R	O	F	C
<b>Lift</b> 26 to 50 lb.	N	R	O	F	C
<b>Lift</b> over 50 lb.	N	R	O	F	C
<b>Carry</b> up to 10 lb.	N	R	O	F	C
<b>Carry</b> 11 to 25 lb.	N	R	O	F	C
<b>Carry</b> 26 to 50 lb.	N	R	O	F	C
<b>Carry</b> over 50 lb.	N	R	O	F	C
<b>Twisting</b>	N	R	O	F	C
<b>Bending</b>	N	R	O	F	C
<b>Crawling</b>	N	R	O	F	C
<b>Squatting</b>	N	R	O	F	C
<b>Kneeling</b>	N	R	O	F	C
<b>Crouching</b>	N	R	O	F	C
<b>Climbing</b>	N	R	O	F	C
<b>Balancing</b>	N	R	O	F	C

**KEY**

N = not required

R = rarely

O = occasionally

F = frequently

C = constantly

**Work Surface(s)**

<b>Reach</b> above shoulder height	N	R	O	F	C
<b>Reach</b> at shoulder height	N	R	O	F	C
<b>Reach</b> below shoulder height	N	R	O	F	C
<b>Push/Pull</b>	N	R	O	F	C

### **Hand Manipulation**

Grasping	N	R	O	F	C
Handling	N	R	O	F	C
Fingering	N	R	O	F	C
Torquing	N	R	O	F	C

### **Controls and Equipment:**

Use of typical office/classroom equipment.

### **During a typical day, employee may be required to:**

	<u>Consecutive Hours</u>								<u>Total Hours</u>							
<b>Sit</b>	1	2	<u>3</u>	4	5	6	7	8	1	2	3	4	5	6	7	<b>8</b>
<b>Stand</b>	1	2	<u>3</u>	4	5	6	7	8	1	2	3	4	5	6	7	<b>8</b>
<b>Walk</b>	1	2	<u>3</u>	4	5	6	7	8	1	2	3	4	5	6	7	<b>8</b>

### **Cognitive/Sensory Requirements:**

Talking: Necessary for communicating with others  
Hearing: Necessary for taking instruction/direction from others  
Sight: Necessary for doing job effectively  
Taste/Smell: Smelling required to detect odors, such as natural gas, electrical smoke, etc.

### **Summary of Occupational Exposures:**

Exposure to typical building-related hazards and materials.  
Exposure to outdoor exposures